

# CEIAG – Careers Education Information Advice and Guidance 2017-18



TBAP AP AND SPECIAL ACADEMIES

 WEST	 COURTYARD	 LATIMER	 BEACHCROFT	 BRIDGE	 16-19	 OCTAGON	 CAMBRIDGE	 UNITY	 OCTAVIA	 ASPIRE	 EAST
 NORTH WEST	 NEW HORIZONS	 CSS Commissioning & School Support		 TBAP Teaching School Alliance		 tbapfoundation EVERY CHILD A CHANCE		 SUPPORT			

## **General Mission statement**

The mission and vision of our TBAP academies and services underpin the TBAP strategic aims and priorities. Teachers provide a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning. All staff, including learning support professionals, works to remove barriers to learning and support the individual needs of learners. We believe all our learners deserve access to a high quality programme of careers education and impartial information, advice and guidance in an inclusive learning environment where young people can excel. Staff will contribute to the development of this ethos and inform learners of their choices about future careers and educational progression routes. The TBAP Multi Academy Trust will provide a balanced and broadly based curriculum which prepares learners for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life. The Trust is committed to maximising the benefits for every learner, in the development of a whole school approach to work-related learning. The Trust recognises that there needs to be work-related learning for all learners, and more for some, learners their aspirations and methods are termly met by external programmes of work-related learning.

## **Our Vision**

The entire staff, Trust board members, learners and external partners have worked together to formulate a vision for 2020. This document describes that vision and the beginning of our five year journey to achieve the three key principles that underpin the TBAP 2020 vision. These principles are built on TBAP's belief that all children have the potential to become successful adults. Strong and healthy relationships with the learners and with each other means that staff really know the learners and their needs and can ensure success is achieved by providing exactly the right support. Learning has always been placed at the heart of our organisation and the TBAP 2020 vision enhances this belief.

## **Statutory Duties**

The Education Act 2011 introduced a duty on schools to give pupils access to independent and impartial careers guidance. Schools are expected to work in partnership with external and expert careers guidance providers to ensure that their pupils get quality advice on the full range of post-16 options.

There is a link Director for careers and work-related learning. The Trust follows the Gatsby benchmarks for good careers guidance, Ofsted recommendations for effective careers guidance and the DfE requirement to inform learners of the full range of options and pathways.

## **Purpose**

Work-related learning is planned activities that use work as a context for learning or illustrate aspects of working life. TBAP Trust encourages innovative approaches to work-related learning in order to motivate learners and to raise standards. The accreditation of learners' achievements in work-related learning has an important role to play in supporting our academies objectives.

The main purpose of work-related learning is to provide learners with a range of activities as part of a balanced and integrated curriculum. The work-related learning opportunities provided by the academies contribute to:

- Attainment in individual subjects by increasing learners' understanding

- Achievement of vocational qualifications by enhanced understanding and relevance to general and specific occupations
- Achievement and development of the main key skills and the wider key skills careers education and guidance by providing an insight into the factors which can inform career choice
- Learning about the world of work and better preparation for the transition from education and training to work
- Personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility
- Increasing the extent of curriculum experience for every learner to support their preparation for adult life

The Trust is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all learners in years 7-13. The programme is designed to provide the learning outcomes of the CDI Framework for careers, employability and enterprise education of:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management employability and enterprise skills.

### **Overall Aim**

The Trust prioritises opportunities for learners to prepare for adult and working life. The aims of careers and work-related learning include to:

- Acknowledge that work-related learning is an essential part of the full preparation for adult life
- Ensure that learners follow courses and programmes which are appropriate to their longer term aspirations and needs
- Improve learner understanding of the world of work and its demands
- Increase access and choice for all learners
- Improve the employability of learners and their transition from school to adult and working life
- Break down barriers between education and the world of work and enterprise
- Promote greater awareness for learners about the world of work, the development of key skills and employability
- Develop a range of appropriate and relevant curriculum activities which assist in raising all learners' aspirations and achievement and which are of the highest quality and are regularly monitored
- Relate skills attitudes, concepts and knowledge learned in school to applications in the wider world
- Provide learners with high quality informed independent and impartial guidance on the choices available for education, training and employment as well as other interests
- Develop effective links with key partners and local industry.

### **Activities in School**

The range of activities in school are currently being used in order to help meet our objectives, these include:

- Vocational GCSEs courses
- Other relevant vocational courses and qualification such as BTECs

- Individual subject work e.g. Business
- Careers Education Information Advice and Guidance (CEIAG)
- TBAP Careers Fair
- Work Experience
- Extended work placements
- Alternative curriculum support
- Employer visits
- Young Enterprise (KS3 only)
- Personal and Social Education
- One-to-one Careers intervention

### **Implementation**

There is a student entitlement to CEIAG, published on the website, which is provided at Appendix 1.

The Head of School, Trust Board and the link careers Director are responsible for and ensuring that:

- The curriculum structure includes opportunities for all students to follow a programme of work-related learning
- Provision is made for work-related learning opportunities for all learners throughout the school
- Students have access to information on different career opportunities
- Opportunities are available for continuous professional development for colleagues and IAG
- Links are made with the IAG curriculum, Vocational curriculum, Careers Education and Work Experience
- The work-related learning curriculum is resourced, evaluated and developed with regard to the National Framework (CDI) to meet the needs of our learners
- The Trust Board and careers link governor are advised about policy, resources and developments in work-related learning
- Work-related Learning is in integral part of the whole school curriculum
- Financial capability for CEIAG will be integrated across the academies
- The CEIAG programme is planned, monitored and evaluated in consultation with the CEIAG Post 16 Pathways LSP who provides careers IAG.

The CEIAG Post-16 Pathways LSP is responsible for:

- Ensuring that the arrangements for Work Experience preparation and debriefing fulfil the requirement for work-related learning.
- Working with the nominated member of the leadership team (SSM Lead) to maintain an overview of the work of subject teams in planning and delivering work-related learning, including an update of the work-related learning each academic year.
- Devising and maintaining the content of careers education and guidance in a personal and social development programme
- Partnership work with Education Development Trust for work-related learning activities.

Subject leads are responsible for:

- Identifying opportunities for work-related learning in the programmes of study operating in their subject areas.
- Liaising with the CEIAG Post-16 Pathways LSP to plan which of these opportunities should be implemented and how this may be done.
- Coordinating and monitoring the delivery of agreed aspects of the work-related learning provision.

- Identify appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them
- Clarify how the activities help progression and learning.

### **Staff Development**

The Trust provides a number of opportunities for staff to undertake relevant and appropriate professional development to support the teaching CEIAG and work-related learning. The CEIAG Post-16 Pathways LSP is undertaking the Level 6 Diploma in Careers Guidance and Development.

### **Partnerships**

- Education Business Trust- who support and complement work-related learning and IAG with individuals for independent careers guidance, where applicable
- Local industry and Businesses- who support employment for work experience placements, TBAP careers fair and employability workshops
- Further and Higher education institutions- who exchange up to date information and advice for Post 16 and Post 19 courses
- Apprenticeship and traineeship providers- who exchange up to date information and advice for available courses and programmes.
- Parents and Carers-, who will exchange information, support and contribute to the programme and where appropriate, evaluate provision.

### **Equality and Diversity**

Work-related learning will help to promote the Trust's policy on equal opportunities by providing a range of resources which match individual needs, helping students recognise the importance of Equal Opportunities in working life and monitoring resources to ensure the absence of stereotyping.

### **Moral, Spiritual and Cultural Education**

Work-related learning will contribute to each student's moral, spiritual and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country as a whole.

### **Special Educational Needs**

Work-related learning will promote the Trust's policy on SEN by ensuring that the Academies Director of Access and Inclusion complements the work of the CEIAG Post 16 Pathways LSP and together will provide support and a range of resources to match individual needs.

### **Resources**

Work-related learning has a number of resources that can be used by out learners. As far as possible these are regularly updated and currently include;

- Careers Library with a range of literature including books, leaflets, FE and HE prospectuses and guides and reading books on topical careers IAG and skills required for the world of work.
- Computer access on site with Careers Companion Extra (a careers search tool) displaying videos, podcasts, posters and careers guidance.

## **Linked policies**

- Learning and Teaching Policy
- Assessment Policy
- Inclusion SEN Policy
- Safeguarding child Protection policy
- Keeping Children Safe Policy
- E-Learning Safe Use Policy
- Learning Entitlement
- Single Equality Policy
- Spiritual, Moral, Social Cultural Policy

## **Monitoring, Review, Evaluation and Assessment**

Assessment within work-related learning is solely in the form of learner self-assessment supported by discussion with tutors and teachers. Each learner will have a portfolio of work to illustrate his or her individual achievements. The Trust's policy on work-related learning will be monitored and reviewed on an annual basis. The key priorities of the review are incorporated into our school development and vision plan annually.

The Trust carries out learner surveys to evaluate their careers and work-related learning experiences. The Trust uses an enterprise experience log book to provide a structure for personal reflection.

We monitor and track intended and actual destinations of learners to ensure progression and as part of our 'Not in employment, education or training' (NEET) prevention strategy.

We are committed to obtaining the Investor in Careers quality accreditation.

This policy was agreed June 2017 and will be reviewed annually by the TBAP Trust Board

Date of next review: March 2018